

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

3939 Thirteenth Street
Riverside, California 92501

AGREEMENT FOR PROFESSIONAL DEVELOPMENT SERVICES
College and Career Readiness
(District Expense)

This Agreement is entered into by and between the **Riverside County Superintendent of Schools**, hereinafter referred to as "SUPERINTENDENT," and **Perris Union High School District**, hereinafter referred to as "DISTRICT", each being a "Party" and collectively the "Parties".

AGREEMENTS

1. **TERM:** The term of this Agreement shall be from **July 1, 2022** through **June 30, 2023**.
2. **SERVICES:**
 - A. SUPERINTENDENT agrees to provide services for DISTRICT as specified on **Attachment A, Detailed Listing of Services**.
 - B. Services will be provided by an instructor holding the proper credentials authorizing such services.
3. **PAYMENT:**
 - A. DISTRICT agrees to pay SUPERINTENDENT the amount of **\$64,300.00**, said amount being not less than the cost of providing said services, and payable within 45 days from receipt of an invoice(s).
 - B. In no event shall the total amount of this Agreement exceed the amount of **\$64,300.00** without the written modification and approval of the DISTRICT.
4. **NON-DISCRIMINATION:** DISTRICT shall not illegally discriminate against any individual, including, without limitation, with respect to the provision of services, allocation of benefits, accommodation in facilities, or employment of personnel on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender (including sexual orientation, gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy-related medical conditions), political belief or affiliation (not union related), military or veteran status, genetic information, or any other characteristic protected under applicable federal, state, or local laws. Harassment, retaliation, intimidation and bullying is also prohibited. DISTRICT shall comply with any and all applicable state, federal and other laws that prohibit discrimination, including, without limitation, Title IV, Title VI and Title VII of the Civil Rights Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination in Employment Act.
5. **TERMINATION:** Either Party may terminate this Agreement, in whole or in part, and without need for cause, by giving 30 day written notice stating the extent and effective date of termination.

Upon any termination pursuant to this Paragraph taking effect, SUPERINTENDENT shall cease all work and services to the extent specified in the termination notice, and DISTRICT shall pay SUPERINTENDENT, in accordance with this Agreement, for all work and services performed prior to termination.

6. **INDEPENDENT CONTRACTOR:** SUPERINTENDENT, while engaged in the performance of this Agreement, is an independent contractor, and is not an officer, agent or employee of DISTRICT.
7. **WORKERS' COMPENSATION:** SUPERINTENDENT is aware of the laws of State of California requiring employers to be insured against liability for Workers' Compensation and shall comply with such laws during the term of this Agreement.
8. **FINGERPRINTING:** Education Code section 45125.1 and 45125.2 requires SUPERINTENDENT to verify that its employees and subcontractors who may have contact with pupils during the performance of this Agreement have not been convicted of serious or violent felonies as defined by statute. Compliance with the statute, including the fingerprinting requirements, is a condition of this Agreement, and DISTRICT reserves the right to terminate this Agreement at any time for noncompliance.
9. **OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA):** SUPERINTENDENT is aware of the Occupational Safety and Health Administration (OSHA) standards and codes as set forth by the U.S. Department of Labor, and the derivative Cal/OSHA standards, laws and regulations relating thereto, and verifies that all performance under this Agreement shall be in compliance therewith.
10. **ASSIGNMENT:** Neither this Agreement nor any duties or obligations under this Agreement may be assigned without the prior written consent of both Parties to this Agreement. Any assignment or purported assignment of this Agreement without prior written consent of the other Party will be deemed void and of no force or effect.
11. **MUTUAL HOLD HARMLESS:** The Parties hereto, and each of them, do hereby mutually agree to indemnify, defend, save and hold harmless each other, and their respective officers, agents and employees, of and from any and all liability, claims demands, debts, suits, actions and causes of action, including wrongful death and reasonable attorneys' fees for the defense thereof, arising out of or in any manner connected with the performance of any act or deed under or pursuant to the terms and provisions of this Agreement by such indemnifying Party, or its officers, agents and employees.
12. **AMENDMENT:** This Agreement may only be amended in writing by the mutual consent of the Parties hereto.

By signing this Agreement, DISTRICT acknowledges and agrees to the terms and conditions including the following exhibits:

A. ATTACHMENT A-Detailed Listing of Services

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement as evidenced by the signatures below of their respective duly-authorized representatives.

Riverside County Superintendent of Schools
3939 Thirteenth Street
Riverside, CA 92501

Perris Union High School District
155 East Fourth Street
Perris, CA 92570

Signed _____
Authorized Signature

Signed _____
Authorized Signature

Printed Name and Title

Printed Name and Title

Date _____

Date _____

ATTACHMENT A
Detailed Listing of Services

Perris Union HSD

Overview

The College and Career Readiness unit of the Riverside County Office of Education (RCOE) will provide professional development services to Perris Union High School District (PUHSD) to focus on improving the measurement of student learning. The professional development will create and implement tools that PUHSD teachers, school leaders, and district staff can use to diagnose and understand how teachers measure and report student learning at the course and department levels. The professional development exercises will generate data and information reports that can then be used to improve student academic performance. The schools participating in the project are:

- Heritage High School
- Liberty High School
- Paloma Valley High School
- Perris High School
- Pinacate Middle School

The College and Career Readiness department of RCOE will provide guidance and project management through ongoing digital, voice, and face-to-face communication for the duration of the contract. RCOE will design, prepare, and present staff development workshops to teach the seven modules to all five schools. The district can elect to have multiple schools participate collaboratively or separate in the module sessions. RCOE will prepare school-level exercises and reports, no matter the training-session configuration, so that each school will experience the training in the context of their student/teacher data.

Professional Development Theory of Action

Data Literacy – The ability to read, work with, analyze, and communicate with data. The skill that empowers teachers to ask the right questions of data, gather information, and build knowledge to make decisions and communicate meaning to others.

Systems Thinking – Systems thinking is a way of helping a person or group to view systems from a broad perspective that includes seeing overall structures, patterns, and cycles in systems, rather than seeing only a specific event in the system.

Improvement Science – Improvement science focuses on exploring how to undertake quality improvement well. It involves applying research methods to help practitioners understand what system characteristics impact system outcomes and how to improve the quality of outcome targets.

The expected benefits of the professional development include:

1. Improve the accuracy of student performance measures as reported by course grades.
2. Improve staff collaboration efforts to improve instructional practices and student learning outcomes.
3. Improve the staff's ability to diagnose and respond to changes in the educational environment it operates within.
4. Empower the staff to improve the instructional environment, to close the existing student performance gaps.

Description of Service

Module 1

Grade Distribution Analysis

Guiding Questions

- What is the distribution of grades and credits across courses?
- What is the distribution of grades and credits in courses across student groups and programs?
- What is the level of credits in courses required for graduation when students enter the school?

Diagnostic Tools

- SIS Query and overlay of courses with student demographic information.
- Transcript analysis using course grades to analyze student access and success to courses.
- Alternative education school transcript analysis.

Schools

- Heritage High School – 660 Transcripts, Class of 2023
- Liberty High School – 384 Transcripts, Class of 2024
- Paloma Valley High School – 849 Transcripts, Class of 2023
- Perris High School – 568 Transcripts, Class of 2023
- Pinacate Middle School – 481 Transcripts, Class of 2022

Class of 2023 Transcripts – 2,077

Class of 2024 Transcripts – 384

Middle School, Class of 2022 Transcripts – 481

Total Transcripts – 2,942

Business Rules for Class of 2023

Subject Area	Number of Semesters
History / Social Science	4
English	6
Math	6
Science	4
LOTE	4
VAPA	2
G Elective	2

Business Rules for Class of 2024

Subject Area	Number of Semesters
History / Social Science	2
English	4
Math	4
Science	4
LOTE	4
VAPA	0
G Elective	0

Business Rules for Middle School											
<table border="1"> <thead> <tr> <th>Subject Area</th> <th>Number of Semesters</th> </tr> </thead> <tbody> <tr> <td>History / Social Science</td> <td>4</td> </tr> <tr> <td>English</td> <td>4</td> </tr> <tr> <td>Math</td> <td>4</td> </tr> <tr> <td>Science</td> <td>4</td> </tr> </tbody> </table>	Subject Area	Number of Semesters	History / Social Science	4	English	4	Math	4	Science	4	
Subject Area	Number of Semesters										
History / Social Science	4										
English	4										
Math	4										
Science	4										
Project Deliverables											
<ul style="list-style-type: none"> • Project Structure, Communication, and Coordination • Digital Survey Design (4 high schools / 1 middle school) • School-Level Project Briefing and Transcript Exercise (4 high schools / 1 middle school) • Transcript Entry of Approximately 2,942 Transcripts (high school Class of 2023 & 2024, 8th grade promoting Class of 2022) • Excel Spreadsheet Reports (4 high schools / 1 middle school) • PowerPoint Summary Reports (4 high schools / 1 middle school) • School-Level Data Debrief Meetings (4 high schools / 1 middle school) • District-Level Data Debrief Meeting 											
Cost Structure Breakdown											
Project structure, coordination, and communication with district and site leadership 1 Consultant / 2 Days	\$3,000										
Digital Survey Design (4 high schools / 1 middle school) 1 Consultant / 2 Days	\$3,000										
School-Level Project Briefing and Transcript Exercise 2 Consultant / 5 Days	\$15,000										
Transcript Entry of Approximately 2,461 High School Students and 481 Middle School Students	\$13,300										
Excel Spreadsheet Reports (4 high schools / 1 middle school) 1 Consultant / 1 Day	\$1,500										
PowerPoint Summary Reports (4 high schools / 1 middle school) 1 Consultant / 1 Day	\$1,500										
District and Site Level Ongoing Support (virtual, e-mails, etc.) 1 Consultant / 2 Days	\$3,000										
Transcript Analysis Project Cost Subtotal	\$40,300										
School Counseling K-12 Support (One consultant, in person, as approved by PUHSD leadership)											
Middle School Counseling – District-Level Support	\$1,800										

<p>Series of workshops delivered during district professional development, intended to build capacity and collaboration. Objectives include, but are not limited to:</p> <ul style="list-style-type: none"> • ACSA National Model Framework • Calendaring of Services for Tier 1 and Tier 2 Programs • Examination of Climate Survey Data • Alignment of Interventions with CCI and CA Dashboard Indicators • Interaction with School Counseling Program Assessment Tools • Development of School Counseling Results Reports End-of-Year Presentations • School Counseling Program Assessment Tool • MTMDSS Model and Development 	
<p>Middle School Site-Level Support</p> <p>Two site meetings at Pinacate Middle School (minimum one hour per meeting) with e-mail, phone, and/or virtual conference support as needed.</p>	\$750
<p>High School Counseling – District-Level Support</p> <p>Series of workshops delivered during district professional development, intended to build capacity and collaboration. Objectives include, but are not limited to:</p> <ul style="list-style-type: none"> • ACSA National Model Framework • Mission and Vision • School Data Summaries • Counseling Annual Student Outcome Goal Plans • Closing the Gap Action Plan and Goal • Annual Administrative Conference, Mindset and Behavior Action Plan • Calendaring of Services for Tier 1 and Tier 2 Programs • Class and Small Group Lesson Plans and Results Reports • School Counselor Use of Time • School Counseling Program Assessment Tool • Development of School Counseling Results Reports End-of-Year Presentations • MTMDSS Model and Development <p>Dates: 5 Sessions / 6 Hours per Session (middle and high school)</p> <p>Suggested Months (September, October, November, February, April)</p>	\$7,200
<p>High School Site-Level Support</p> <p>Two site meetings per school (minimum one hour per meeting) with e-mail, phone, and/or virtual conference support as needed.</p>	\$3,000
<p>Administration Presentation (4 Hours = 2 Hours x 1 Consultant, each time)</p> <p>Fall 2022 objectives include:</p> <ul style="list-style-type: none"> • Understanding the ASCA National Model • The Changing Role of the School Counselor • Use of Data in School Counseling • School Counselors’ Role in CCI, LCAP, MTSS, and SPSA • Transcript Analysis 	\$1,500

<p>Spring 2023 objectives include:</p> <ul style="list-style-type: none"> • School Counselor & Administrator Relationship • School Counseling Data and Program Results • ASCA School Counselor Professional Standards & Competencies • Recognized ASCA Model Program 	
<p>K-8 School Counseling District Management Support (6 Days – ongoing through site meetings, phone conference, and e-mail)</p> <ul style="list-style-type: none"> • Define elements of data collection. • Explore counseling systems related to project scope of work. • Define data elements needed to be monitored/collected. • Coaching on strategic partnerships related to counseling programs. • Support with creating a data monitoring/collection and professional development calendar for counseling staff. • Provide continuous analysis and support at the district level. • Coaching on counseling support with an emphasis on closing the gap with a student group (Climate / Achievement / Attendance / Behavior). 	<p>\$4,500</p>
<p>Administrator Coaching/Support Two site meetings per school (minimum one hour per meeting) with e-mail, phone, and/or virtual conference support as needed.</p>	<p>\$3,750</p>
<p>Transcript Analysis Training District Counseling Leads 1 Consultant / 4 Hours (Fall 2022)</p>	<p>\$1,500</p>
<p>Counseling Project Cost Subtotal</p>	<p>\$24,000</p>
<p>Total</p>	<p>\$64,300</p>